

8

Unit Eight

Stress Management

Total Time: 2 Hours

PART 1: Ice Breaker

PART 2: What is Stress?

PART 3: Signs and Sources of Stress

PART 4: Stress Management

PART 5: Follow-Up Activities

ANNEXURE 1: Warning Signs of Stress

ANNEXURE 2: Stress Management Techniques

ANNEXURE 3: Evaluation

ANNEXURE 4: Yoga Poses for Stress Relief

ANNEXURE 5: Guided Relaxation

ANNEXURE 6: Avoiding Painful Stress Reactions

Part 1: Ice Breaker

Time:

15 Minutes

Objective:

Participants will take part in an ice breaker activity designed to get them thinking about what stress means to them.

Materials:

(Depending on option chosen)

Option One:

- Paper and pens/pencils

Option Two

- Collage Paper and marker/ crayons

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want to begin thinking about stress so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: Stress Words - Divide the group into teams of 3-4. Ask each team to write as many words related to stress as they can think of. Do not give specific instructions or examples (there are no right or wrong answers). Allow them to think of any words related to stress. After a few minutes, ask each group to share their list with whole group.

Option Two: Cooperative Drawing Collage - In this activity each person draws a part of a collage of what stress looks like to them, and then passes it on to the next person who will add to it; this will continue until everyone has a chance to add to a collage. Examples of drawings include a dark cloud, a face that looks stressed, the word “exams,” or just a scribble with many colors showing a lot of activity...whatever stress looks like to them.

Divide the group into smaller groups of 3-4 and distribute paper and markers or crayons. Tell the first volunteer in each group to begin drawing. They will have only a few minutes to create their picture. Then announce that time is up and it is time to pass their drawing to the person on their right. That person will have a few minutes to add their drawing to the collage and pass it on to the next person. Continue until every member in each small group has added their drawing. Invite the small groups to present their drawing to the whole group.

Part 2: What is Stress?

Time:

15-20 minutes

Objective:

Participants will understand the definition and levels of stress.

Materials:

- Power Point: Stress Management Ages 13+

Techniques:

- Presentation
 - Group Discussion
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TRAINER INSTRUCTIONS:

1. Introduce the topic of stress management and begin the Power Point. Stop at the slide “What is Stress?” to invite the group to give their definition of stress.
2. At slide #3 add the following definition:
 - Stress is the body’s natural reaction to changes and challenges. We experience stress when we play sports, when there are deadlines to meet, when we get sick, during tough exams at school, or when there is relationship issue with friends.
 - What stresses people is different from one person to the next. For example, keeping up with homework might stress you out, while for your friend it is not a problem.
 - Stress can be real or imagined. In other words, what is causing you stress could be very real, or you might be building it up to be more than it really is.
3. Slide #4 – Stress is the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness.
4. Slide #5 - Discuss the following important information about stress:
Some level of stress is normal for everyone. It’s ok to sometimes feel angry, upset, frustrated or anxious.
 - Even though stress is uncomfortable, it’s not always a bad thing. Sometimes stress helps us deal with tough situations. Stress changes our bodies quickly and helps us

react to an emergency. A little stress keeps us alert and helps us work harder. But if stress persists at high levels for a long time, it can have lasting negative effects on health.

- For example, feeling a little stress about a test that's coming up can motivate you to study hard. But stressing out too much over the test can make it hard to concentrate on the material you need to learn.
 - Stress is a natural and important part of life, but too much of it can be overwhelming and even damaging to our health.
5. Slide #6 – We all react to stress in different ways. Some people become angry and act out their stress or take it out on others. Some people internalize it and become depressed. Although stress can help us be more alert and prepared when we need to be, it can also cause emotional and physical distress. When under a lot of stress, we might experience feelings such as frustration, sadness, anger, and nervousness. Physical reactions like fast heartbeat, sweating, headaches, or stomachaches can occur as well.
6. Slide #7 - Pause the Power Point until Part 4 of this unit

Part 3: Signs and Sources of Stress

Time:

30-40 Minutes

Objective:

Participants will identify their warning signs and sources of stress

Materials:

- Annexure 1: Warning Signs of Stress

Techniques:

- Worksheet
 - Small Group Discussion
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TRAINER INSTRUCTIONS:

1. Note that sometimes people are stressed, but don't really realize how much it is affecting them physically, emotionally and behaviorally.
2. Distribute Annexure 1 and ask the teens to complete the worksheet by placing a check next to the warning signs of stress that they experience.
3. When the group is finished, inform them that if they checked only a few of the items, they may not be experiencing a lot of stress – these symptoms may be appearing for other reasons. For example, if they only checked skin problems, their skin may actually be irritated for other reasons. Or if they checked loss of appetite and stomach aches, they may actually have a virus of some type. However, if they checked a number of the items, it could be a sign that they are stressed and it is affecting them in many ways.
4. Facilitate discussion around the following:
 - Were any of the teens surprised by the number of stress warning signs they checked?
 - Did they realize that these items could be caused by stress?
 - What did they learn from this worksheet?

5. Divide the group into smaller groups of 4-5 and ask them to assign a note taker who will share their ideas with the whole group. Tell them that their assignment is to brainstorm the various causes of stress. (e.g., peer pressure, homework, tests, etc.)
6. Allow a few minutes and then invite each group to present their thoughts.
7. Ask each person to take out their journal and write their responses to the following three questions. This will help them identify their sources of stress.
 - List the things you have found stressful over the past few weeks.
 - List the biggest causes of stress for you over the past year or more
 - What is bothering you the most today?
8. Explain that now that they have identified the sources of their stress, you will discuss how to manage it.

Part 4: Stress Management

Time:

1 Hour

Objective:

Participants will discuss and practice stress management techniques

Materials:

- PPT: Stress Management
- Annexure 2: Stress Management Techniques
- Annexure 3: Evaluation

Techniques:

- Presentation
- Deep Breathing Exercise

TRAINER INSTRUCTIONS:

1. State that stress management skills work best when they're used regularly, not just when the pressure's on. Knowing how to "de-stress" and doing it when things are relatively calm can help you get through challenging circumstances when they arise.
2. Begin the Power Point where you paused it earlier (at slide #8) and discuss ways to keep stress under control. Add the following comments per slide:

Slide #8 – Make sure you take care of yourself. Get good sleep, eat well, exercise.

- Exercise is the most important part of a plan to manage stress. When you are stressed, your body is saying, "*Run!*" So do it. Exercise every day to control stress and build a strong, healthy body. You may think you don't have time to exercise when you are most stressed, but that is exactly when you need it the most. If you

are stressed about an assignment but too nervous to sit down and study—exercise!
You will be able to think better after you have used up that energy.

Slide #9 – Use the Life Skills you have learned in these sessions: Communicate with others when things are bothering you, use your problem solving and decision making skills when you are faced with a challenge, express your emotions – don't hold them in.

Slide #10 – Do things that make you happy such as listening to music or drawing. Art, music and drama are all ways to express inner emotions. You don't have to be a great artist, singer or dancer to make it feel good while you're doing it.

- Trainer: ask the group for ideas of things that make them happy

Slide #11 - Be realistic – don't try to be perfect and don't expect others to be. Focus on your strengths and spend more time doing that.

Slide #12 – Talk to someone you trust – houseparent, social worker, teacher, etc. They can help you deal with whatever is causing you stress.

- Trainer: Review with the teens who their resource people are in their lives

Slide #13 – Identify what helps you to relax such as music, taking a walk, spending time with friends, etc. Build time into your schedule to relax.

- Brainstorm with the group ideas of what activities help them relax.
- Explain the importance of deep breathing with the following: Oxygen is your body's #1 food. Deep breathing reduces anxiety and stress and promotes a state of calmness. It takes your worries away from your head and quiets your mind. Practice every day and it will become second nature. You can use this technique when you are in the middle of a stressful situation. The entire exercise only needs to take 6 seconds.
- Lead the group through a deep breathing exercise: Ask them to lie on the floor or sit in a chair and get comfortable. First, smile and with your eyes and mouth and release the tension in your shoulders. This is a powerful muscle release in the places where most people hold their muscles tense. Then imagine holes in the soles of your feet. As you take a deep breath in, visualize hot air flowing through these holes moving slowing up your legs, through your abdomen and filling your lungs. Relax your muscles sequentially as the hot air moves through them up your body. When you exhale, reverse the visualization so you can “see” hot air coming out of the same holes in our feet. Repeat throughout the day whenever you need to feel calm and relaxed.
- Did you notice any difference in your breathing during the exercise? Do you feel more relaxed?

Slide #14 – Ask the group, what are some negative ways that people sometimes deal with stress? (Responses include: bullying, fighting, skipping school, avoiding people, faking

illness, alcohol and drugs, etc.) Talk about how important it is to avoid these at all times and why.

Slide #15 - Even if you are great at dealing with problems, there may be times when stress feels like it is getting to you. You deserve to feel good. Signs you should seek help from a trusted adult include the warning signs on the worksheet you completed earlier such as:

- Your grades are dropping.
- You worry a lot.
- You easily get moody or angry.
- You feel tired all the time.
- You get a lot of headaches, dizziness, chest pain, or stomach pain.
- You feel sad or hopeless.
- You feel bored all the time and are less interested in being with friends.
- You are thinking about using alcohol or drugs to try to feel better.
- You ever think about hurting yourself.
- You are using unhealthy coping strategies and are having trouble replacing them with healthier ones.

Trainer: Discuss the importance of getting help when it is needed, and help them identify their resource people. Address the issue of stigma around getting help: we need to support each other, especially if someone is hurting. We should never tease someone for getting counseling help or gossip about them with others.

3. Distribute Annexure 2 and review the contents. Ask the group to keep the handout for future reference.
4. Distribute Annexure 3 and invite the teens to complete the evaluation form regarding this Unit.
 1. Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 2. Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 3. Briefly recap what was covered in each part so their memory is fresh when evaluating.
 4. Instruct them to be as specific as possible in their comments.
 5. Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?
 - Were the handouts/power points/videos helpful?
 - Add any comments that would be helpful for future programs.

Gather the completed evaluations and include them in your trainer report

Part 5: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- Annexure 4: Yoga Poses for Stress Relief

Option Two:

- Annexure 5: Guided Relaxation

Option Three:

- Annexure 6: Avoiding Painful Stress Reactions

Techniques:

- Apply learning to daily life

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.

2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Visualization – Lead the group through a visualization for relaxation.

- a. Invite students to sit comfortably for this activity
- b. Use a calm, low, slow voice and give sufficient time between each visual suggestion for students to “ease” into the vision and “see” each step below.
- c. Create your own visual scenario appropriate to students’ age, experience and interest. Example: Close your eyes. “See” in your mind’s eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water’s edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like. When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about. Picture it as a big rock, a chain, a heavy bag over your shoulders, or any image that helps you see it as undesirable. Throw it in the ocean as far as you can. Watch it sink and get taken by the waves. When the “visit” is done, be thankful for the release of the burden, the problem, the worry; then walk peacefully back through the warm sand and take a rest on your beach towel.
- d. Practice this imagery in class for 10-20 minutes, depending on grade level

Allow time for the group to debrief and share about where they went in their visualization and what they felt about the experience/technique. This can be done in pairs, small groups or sharing with whole group.

Sample Questions for the Trainer: - Where did your visualization take you? - Do you feel more calm/relaxed after going through this exercise? - What did you see, hear, feel, smell during your visualization/did anything in particular stand out? - What was it like throwing your burdens into the water? - How does it feel to be back in the room? - Is this technique/exercise something you might do in the future to calm down, relax and reduce your stress?

Explain that this technique can be used on a daily basis, whenever there is quiet time. The more often you practice it, the easier it will be to get into a state of relaxation.

Option Two: Yoga for Stress Relief – Teach the teens that yoga is a great way to reduce the effects of stress. It helps us slow down for a moment and tune into our breathing. Simply focusing on one thing (the definition of meditation) allows us to de-stress. Yoga poses release tension in different ways and help certain parts of the body. Using Annexure 4, practice each of the yoga poses considered best for stress relief. (You may want to invite an older child to lead the poses.) If

desired, distribute a copy of the annexure to each teen for future reference at the end of the lesson.

Option Three: Guided Relaxation –Relaxation is an effective stress management technique that addresses the stress exhibited in the body (rapid breathing, higher blood pressure, and muscle tension). Through relaxation exercises your muscles relax, your breathing slows, your blood pressure decreases, thus reducing the damaging effects of stress. Lead the group through a progressive relaxation exercise using Annexure 5. Distribute the annexure to participants for future reference if desired.

Explain that it is a good idea to practice this type of relaxation while you are not completely stressed so that you may use it quickly when you really need it. You will get so good at it that you can do it in just a minute or two, even in your seat at school.

Option Four: How Do You Avoid the Effects of Stress? – Remind the group that everyone experiences stress to some degree, and everyone feels the effects of stress in some way. (Refer back to the Warning Signs of Stress worksheet that they completed during the training session for the impact stress may be having on them.)

Explain that most people have a preferred method to avoid these painful stress reactions. Distribute Annexure 6 and review each method with them. Then, ask the teens to decide which method or methods best describes their reaction to stress. Instruct them to write about it in their journals, giving specific examples of times that they used that method, then write about more effective ways to deal with the stress based on what they learned in this unit.

If appropriate, invite volunteers to read their writings to the group. Do not ask anyone to share if it is uncomfortable for them. Ask the group to offer suggestions for better ways to handle the stress

Option Five: Walking Meditation – Walking meditation is a simple practice for developing calmness and awareness. The art of walking meditation is to learn to be aware as you walk, and use the natural movement of walking to help you become more relaxed. Lead the group through walking meditation, preferably outdoors, but can be done indoors as well.

To practice, find a quiet place where you can walk comfortably back and forth, about 10-30 paces in length. Instruct the group: begin by standing at one end of this “walking path” with your feet planted firmly on the ground. Let your hands rest easily, wherever they are comfortable. Open your senses to see and feel the whole surroundings. Take a few deep breaths. After a minute, bring your attention back to focus on the body. Center yourself and feel how your body is standing on the earth. Feel the pressure on the bottoms of your feet and the other natural sensations of standing. Let yourself be present and alert.

Begin to walk a bit more slowly than usual. Let yourself walk in a relaxed and easy manner. Let your walking be natural, as if you were a king or queen out for a royal stroll. Pay attention to your body. With each step feel the sensations of lifting your foot and leg off the earth. Then mindfully place your foot back down. Feel each step as you walk. When you reach the end of your path, pause for a moment. Center yourself, carefully turn around, and pause again so that you can be aware of the first step as you walk back.

Continue to walk back and forth for as long as 10 minutes (as long as the group can maintain focus), using the walking meditation to calm the body and the mind. Tell the group that this mindful walking can be used anytime they are walking in school, at home, etc. to help them relax and manage stress.

Adapted from the book "The Wise Heart"

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Unit Eight Annexures

Stress Management

Ages 13+

ANNEXURE 1: Warning Signs of Stress

ANNEXURE 2: Stress Management Techniques

ANNEXURE 3: Evaluation

ANNEXURE 4: The 10 Best Yoga Poses for Stress Relief

ANNEXURE 5: Guided Relaxation

ANNEXURE 6: Avoiding Painful Stress Reactions

Annexure 1: Warning Signs Of Stress

Check EACH of the warning signs that apply to you.

Physical

- headaches
- stomachaches
- dizziness
- back pain
- neck stiffness
- ulcer sores on mouth
- jaw pains
- weight loss
- weight gain
- twitches (eyelids, face)
- weakness
- nausea
- indigestion
- excessive sleeping
- overeating
- loss of appetite
- inability to sleep
- skin problems
- constant fatigue

Emotional

- mood changes
- lack of concentration
- aggressiveness
- panic attacks
- anxiety
- anger
- irritability
- crying
- thoughts of suicide
- depression
- confusion
- feelings of helplessness
- restlessness
- racing thoughts

Behavioral

- smoking
- nail biting
- tapping
- pulling hair
- grinding teeth
- use of alcohol
- use of medication
- compulsive dieting
- hair chewing
- nervous laughter
- pacing
- lateness
- putting things off
- not caring about
physical appearance
- compulsive
overeating

___ cold hands or feet

___ excessive sweating

___ chest pains

___ high blood pressure

___ rapid or difficult breathing

Taken from Emotional Intelligence Activities for Teens

Annexure 2: Stress Management Techniques

What is Stress?

- Stress is your **body's natural reaction to changes and challenges**. You experience stress when you play sports, when there are deadlines to meet, when you get sick, during tough exams at school, or when you have relationship issues with friends.
- What stresses you is **different from what stresses other people**. For example, homework may stress you out but for your friend it is not a problem.
- Stress can be **real or imagined**. What is stressing you can be very real or it can all just be imagined in your head.
- Stress is your **body's way of rising to a challenge** and preparing to meet a tough situation with focus, strength, stamina and alertness.

Things to Know About Stress

- Some level of stress is **normal for everyone**. It's okay to sometimes feel angry, upset, frustrated or anxious.
- Stress is uncomfortable but **it's not always a bad thing**. Stress helps us deal with tough situations, react to emergencies, keep us alert and work harder.
- Stress is a **natural and important part of life**, but too much of it can be overwhelming and even damaging to your health.

Negative Ways to Deal with Stress

Try to avoid these at all times:

- **Bullying**
- **Fighting**
- **Skipping school**
- **Avoiding people**
- **Faking illness**
- **Alcohol and drugs**

Signs of Stress

Emotional

Frustration

Sadness

Anger

Nervousness

Physical

Fast Heartbeat

Sweating

Headache

Stomachache

Stress Management Techniques

Stress management skills work best when they're used regularly, not just when the pressure's on. Knowing how to "de-stress" and doing it when things are relatively calm can help you get through challenging circumstances when they arise.

How to Avoid Stress

- Make sure you **take care of yourself**. Get good sleep, eat well, exercise. Exercise every day to control stress and build a strong, healthy body.
- Use the **Life Skills** you have learned in your sessions. Communicate with others when things are bothering you, use your problem solving and decision making skills, express your emotions – don't hold them in.
- Do things that **make you happy** such as listening to music, drawing or dancing.
- **Be realistic** – don't try to be perfect and don't expect others to be. Focus on your strengths.
- **Talk to someone you trust** – houseparent, social worker, teacher, etc.
- Identify what **helps you relax** such as music, taking a walk, spending time with friends, etc. Build time into your schedule to relax.

Time to Seek Help

*Your **grades are dropping**.

*You **worry a lot**.

*You easily get **moody or angry**.

*You feel **tired all the time**.

*You get a lot of **headaches, dizziness, chest pain, or stomach pain**.

*You feel **sad or hopeless**.

*You **feel bored all the time** and are less interested in being with friends.

*You are thinking about **using alcohol or drugs** to try to feel better.

*You ever **think about hurting yourself**.

Annexure 2: Evaluation

Unit # 8- Stress Management	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1 – Ice Breaker	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 2 – What is Stress?	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 3 – Signs and Sources of Stress	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 4 – Stress Management	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Overall Score	1 2 3 4 5		

ANNEXURE 4: THE 10 BEST YOGA POSES FOR STRESS RELIEF

1. Child's Pose (Balasana) – A resting posture that can quiet the mind



2. Bridge Pose – Stretches the back and legs while alleviating stress and tension



3. Uttanasana – Stretches the hamstrings, thighs, hips and relieves stress by reversing blood flow



4. Eagle Pose – Releases tension in the shoulders, legs and back. You squeeze the tension out of the body.



5. Savasana – Calming and emphasizes complete relaxation



6. Extended Triangle Pose (Utthita Trikonasana) – Full body stretch and excellent stress reliever



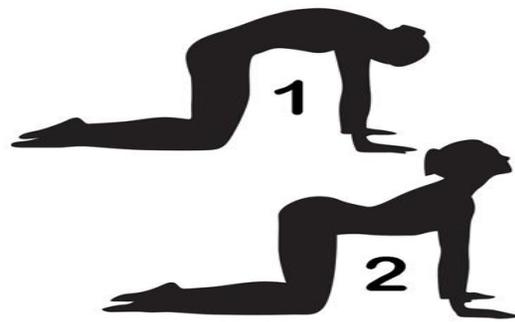
7. Legs up the Wall Pose (Viparita Karani) - Helps to renew blood flow back into the heart



8. Puppy Pose (Uttana Shishosana) – Similar to child’s pose but opens up the chest area.



9. Cat Pose (Marjaryasana) – Relieves stress while gently massaging the spine.



10. Dolphin Pose – Quiets the mind and reduces stress



Modified from http://www.huffingtonpost.com/2013/04/06/10-yoga-poses-for-stress-n_3000801.html

Annexure 5: Guided Relaxation

Lead the group through this guided relaxation by reading the following directions slowly and quietly.

- Lay down and get comfortable; close your eyes
- Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax.
- Make a frown. Hold for 5 seconds...and relax.
- Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds...and relax.
- Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax. Feel the warmth and calmness in your face.
- Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax. Feel the warmth and calmness in your hands.
- Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds...and relax.
- Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds...and relax. Feel the tension leave your arms.
- Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
- Arch your back off the floor. Hold for 5 seconds...and relax. Round your back. Try to push against the floor. Hold for 5 seconds...and relax. Feel the tension leaving your back.
- Tighten your stomach muscles. Hold for 5 seconds...and relax.
- Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
- Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
- Bend your ankles toward your body as far as you can. Hold for 5 seconds ...and relax.
- Curl your toes under as far as you can. Hold for 5 seconds...and relax. Feel the tension leave your legs.
- Tighten all the muscles in your whole body. Hold for ten seconds...and relax. Let your entire body be heavy and clam. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

Annexure 6: Avoiding Painful Stress Reactions

Which of these describes the way you avoid the effects of stress? Becoming aware of avoiding a stressful emotion is often the first step in learning how to do something different.

- The busy bee stays busy all the time, with activities that are rather simple and require minimal awareness, like straightening their room/belongings or doing outside activities.
- The busybody diverts attention away from personal stress by over-focusing on someone else, often trying to control the other person's behavior. (For example, if a teen is stressed about school, they may over-focus on other people at school, what they are spending their time on, what marks they are getting, etc.)
- The butterfly finds it difficult to focus on any one thing, starting activities then quickly moving on to others before finishing the first.
- The numbster will use any means necessary to numb out the effects of stress, drinking excessively, using drugs, overeating, or sleeping the day away.
- The ostrich ignores stress by not allowing any thoughts about it to creep into awareness, and often changes the subject away from distressing topics.
- The rationalizer uses denial to explain away problems or minimize their seriousness.
- The stoic bottles up strong emotions, seeing them as a sign of weakness. They will rarely show or discuss emotions.
- The twiddler's hands, arms, legs, or feet are usually in continuous motion. Anxious moments might include tapping a foot, twiddling fingers, mindlessly handling an object, or other small, repetitive behaviors.
- The worrier escapes stress by worrying about anything and everything other than the stressful situation.

Taken from <http://www.mindfulteachers.org/2015/08/restless-mind-strategies-denying-stress.html>